

Prof. W. H. Brewer



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THE CONNECTICUT SCHOOL JOURNAL.

NEW SERIES.

NEW HAVEN, CONN., JUNE, 1873.

VOL. III., NO. 6.

THE TEACHER FOR THE TIMES.

BY I. N. CARLETON, NEW BRITAIN.

The teacher for the times is the one who meets well the requirements of the times. To be able to do this one must know what the public demands upon him are, must study the needs of the age, and bring himself into warm sympathy with its leading spirits of philanthropy and progress. The right spirit is that which, as it beholds among men the eager competitions of trade, the excitement of invention, the earnest emulations of study, and the hot rivalries of political strife, shrinks not back in dismay from this on-rushing torrent of life, but with ardor throws itself into it, intent on exerting an influence for good amid the rush and fret of its mighty current. All about us there exists an intensity of mental life which warns him who would essay to train the youthful mind for its seething captivity, to be alert and most careful as to his methods of self-training.

First of all, let it be remarked in passing, the public needs, at this day, *right-hearted* teachers, such as love the truth and earnestly study to feed the souls of their pupils only upon the truth. Then, too, a fresh and varied *scholarship* is indispensable to the highest success in the teacher's office. One worthy to be charged with the mental training of the youth of to-day must be able to give instruction in many different branches, because such instruction is called for by the people whose servant he is. Says Charles Lamb in one of his genial essays, "The modern schoolmaster is expected to know a little of everything, because his pupil is required not to be entirely ignorant of anything. He must be superficially, if I may so say, omniscient. He is to know something of pneumatics, of chemistry, of whatever is curious or proper to excite the attention of the youthful mind; an insight into mechanics is desirable, with a touch of statistics; the quality of soils, &c., botany, the constitution of his country, *cum multis aliis*. All these things—these, or the desire of them, he is expected to instill, at school intervals, as he walks the streets, or saunters

through green fields (those natural instructors), with his pupils."

In a word, the ideal schoolmaster for our day must be a live man, and we know that that versatile life which constitutes a truly live man, is not so much the gift of nature, as it is the product of education; for to "draw out" our powers is but to quicken them more and more into life. Nature, indeed, must give the faculties to begin with, but upon us, each for himself, rests the task of training, and duly tempering, those faculties. Small powers, well disciplined, will enable one to accomplish far better work in life, than the greatest natural gifts untrained by the process of education.

NORMAL TEACHING—WHAT IS IT?

BY JAMES COWLES, RYE, N. Y.

We hear a good deal said of late about the Normal training of teachers, Normal methods, and Normal schools—none too much, however, provided the claims of their friends are limited to the true import of the term, viz.: teaching in accordance with the laws of mental growth. It may be well to remember that some men have acquired thorough scholarship in very poor schools, and some very poor scholars have graduated from the best. This is not intended as an apology for poor teaching, but to suggest the presence of another factor in the result. The interest, the attention, the capacity of the pupil vary the results of the best teaching in the intellectual world, as the "root in them" is recognized by the Saviour as the cause of success of his own teaching in the moral world. His teaching was Normal in the richest sense—yet it resulted in many disastrous failures. It would have been much worse with poorer teaching. Improvement in any of the factors will appear in the result. This is argument enough for the Normal training of teachers.

Knowledge is acquired by following the natural order of thought. A scholar, therefore, who has made extended acquisitions, may become so far removed from his early processes of study as to be wholly unfit to conduct the studies of youth. He

may not have attended to the processes themselves, or if he has, he may have forgotten them. The teacher must have the knowledge he is to impart, and the ability to arrange the elements of that knowledge in their logical order before the pupil's mind. He needs also to have a clear perception of the acquisition the pupil has already made. He must know where the pupil is, that he may know where to begin with him. All pupils of school age have acquired some knowledge—the teacher must come down to that and build up his structure on that base. The pupil, fairly met at this point, will generally reward his teacher with *attention*, varying, of course, with his interest in the topic of study.

Effective teaching, therefore, embraces four conditions:

1. Knowledge of the subject to be taught.
2. Ability to set forth the logical connections in the order of thought, adjusting the focal distance of the eye-glass to the pupil's eye.
3. Quick perception of the progress the pupil has made, and patient waiting for his normal growth.
4. The attention of the pupil.

These are the conditions of effective teaching. The first three are the *laws* of the profession. The fourth is very likely to follow the skillful manipulation of these laws. It is not certain to follow even these, in their richest perfection. The best teachers fail, with the hard cases. The ability to apprehend and to apply these conditions will vary with the various talents of teachers, and success, more or less assured, will result. For be it remembered that since law pervades all objects of sense and all objects of thought, it pervades all enterprises that concern those objects, whether physical, mental, or spiritual, and therefore success in these enterprises is wrapped up in the accurate knowledge of their nature, and the skillful handling of their proximate causes. Whosoever has this knowledge and the will-force to apply the method, is the teacher, the physician, the man of business. These are the normal conditions of success in every work that is done under the sun, or above it. It is the law in Heaven as well as on the Earth. It appertains to all teachers, sacred and profane—inspired or otherwise. Whoever understands the thing he wishes to say, and the terms he must use to express them, can make his ideas clear to those of his pupils whose progress has reached the grade of the teaching. Whenever, therefore, a speaker or writer appears cloudy, he either does not comprehend the subject, or the lower terminus of his vocabulary does not run down to our plane. He must come down a little lower, or we must rise to him.

A FEW WORDS TO ACTING VISITORS, BY AN ACTING VISITOR.

BY PROF. F. T. RUSSELL, WATERBURY.

The thoughts which the writer has in mind all cluster around this one—the importance of being a true friend to teachers. We say a *true friend*—that does not imply any unwise tenderness, any blinking of faults, any blindness to defects, any deafness to just complaints on the part of parents or pupils, any sacrifice of the best interests of the school for the sake of retaining the teacher, any making of hard work easy—in fact, anything whatever, that is not really best for the school and teacher and visitor all taken together.

The visitor then should be the teacher's friend. Let that be the relation from the outset. Teachers who are "new" have but few friends; let the visitor be the first and staunchest. Let the friendship date from the examination. We know how much we would rather have a friend examine into our knowledge, than a stranger. A friend can put "hard questions" if need be, and can say kindly to the candidate "You are not prepared," and it will be taken in good part because it is said by a friend. A friend can visit a school, and say to the teacher, "Your room is not cleanly kept," or, "The children are too noisy," or, "The children are not taught to think," or, "They do not advance," or, "I would not advise you to teach this school any longer." All this may be said as a friend would say it, and the teacher would feel that it was just, and adapt himself to the situation. We say this advisedly, because we have said these things to teachers who are our cordial friends.

A true friend sympathises with us. A teacher needs sympathy. It makes a dark day bright if the visitor in visiting a school makes only friendly criticisms, or drops a word of cheer and encouragement if it is deserved; and the more fault it may be a visitor's duty to find, the more needful it is that some words of encouragement should be given. Let the teacher be satisfied that the criticisms of the work which may be made are from real friendly interest, and from a conscientious regard for duty, and even fault-finding is made the assurance of friendly regard.

A friend is a helper. How can we help? First, by doing our duty thoroughly and kindly. For the most part visitors are not recognized as being successful helpers. Fellow-visitor, if it is not impertinent, the writer desires to put the question to your conscience, which has troubled his—How much do

you help the teacher whose school you visit? In reviewing visitor's work for the last term, perhaps there are some regrets that so little was done that was helpful. There's a term coming—what then?

SOME RECENT DECISIONS IN SCHOOL CASES.—No. II.

BY JOHN D. FERGUSON, ESQ., STAMFORD.

The subject of school discipline and government has never, we believe, been before our Supreme Court. Massachusetts, however, has several important decisions in regard to it. It has there been decided that a pupil guilty of grossly immoral conduct *out of school* may be excluded, though no branch of school discipline has occurred.

Also, in *Shiller vs. Woburn*, 12 Allen R. 126 (1866), That a rule requiring the schools of the town to be opened with reading the Bible and prayer, and requiring every scholar to sit with bowed head during the exercises, unless *excused on the request of his parents* was reasonable and proper; and that a child refusing to obey it was properly dismissed, the father having notice of the rule but refusing to request an exemption.

Finally, a still later case, *Hodgkins vs. Salem*, 105 Mass. R. 475 (1870), decides, that

"The school committee has authority not subject to revision, if exercised in good faith, to exclude a pupil from a public school for misconduct which injures its discipline and management."

The misconduct in this case was not "mutinous or gross," but consisted of "acts of neglect, carelessness of posture, tricks of playfulness, and inattention to study and the regulations of the school in minor matters," . . . "persisted in after repeated remonstrances and admonitions by the teachers and members of the committee."

This case further decides that such a scholar may lawfully be dismissed in the first instance by a single member of the committee, provided the rest subsequently ratify the action.

The opinion of the court says upon this point:

"Much of the power of the committee as to the preservation of order and maintenance of discipline must necessarily be delegated to its different members and the teachers, and must be exercised without any vote or record. . . . We have no doubt that they may send a scholar out of school if the exigencies of the case require it, subject to the future action of the committee."

The "School Committee" in Massachusetts has the powers and duties of "district committee" and

"school visitors," in Connecticut, united—probably, therefore, in this State the approval of both bodies might in such a case be required.

A late Iowa case, *Burdick vs. Babcock*, 31 Iowa R. 562, touches a point which has been a good deal discussed.

The court held "that a rule suspending a pupil from school who had been six times absent in four weeks was proper, reasonable, authorized, and legal." We have been unable to procure the full report of this case, but have the more desire to do so, as we notice that Judge Miller, one of the ablest members of the court, dissented from the decision.

Jewell vs. Abington, 2 Allen's R. (Mass., 1861), though less recent than others that have been noticed, may be of sufficient practical importance to some of the readers of the JOURNAL to justify the mention of it here.

It holds "that a teacher of a district school cannot recover payment for his services until he has filled up and completed the register of the school kept by him, in compliance with the requirements of the statute, and the school committee of the town have *no power* to waive the performance of this duty by him."

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Another case in the same volume, *Jackson vs. Andover*, p. 94, holds that a town cannot even by legislative authority appropriate money to the support of an endowed school, of which the public authorities have not the exclusive control. Such a

may not have attended to the processes themselves, or if he has, he may have forgotten them. The teacher must have the knowledge he is to impart, and the ability to arrange the elements of that knowledge in their logical order before the pupil's mind. He needs also to have a clear perception of the acquisition the pupil has already made. He must know where the pupil is, that he may know where to begin with him. All pupils of school age have acquired some knowledge—the teacher must come down to that and build up his structure on that base. The pupil, fairly met at this point, will generally reward his teacher with *attention*, varying, of course, with his interest in the topic of study.

Effective teaching, therefore, embraces four conditions:

1. Knowledge of the subject to be taught.
2. Ability to set forth the logical connections in the order of thought, adjusting the focal distance of the eye-glass to the pupil's eye.
3. Quick perception of the progress the pupil has made, and patient waiting for his normal growth.
4. The attention of the pupil.

These are the conditions of effective teaching. The first three are the *laws* of the profession. The fourth is very likely to follow the skillful manipulation of these laws. It is not certain to follow even these, in their richest perfection. The best teachers fail, with the hard cases. The ability to apprehend and to apply these conditions will vary with the various talents of teachers, and success, more or less assured, will result. For be it remembered that since law pervades all objects of sense and all objects of thought, it pervades all enterprises that concern those objects, whether physical, mental, or spiritual, and therefore success in these enterprises is wrapped up in the accurate knowledge of their nature, and the skillful handling of their proximate causes. Whosoever has this knowledge and the will-force to apply the method, is the teacher, the physician, the man of business. These are the normal conditions of success in every work that is done under the sun, or above it. It is the law in Heaven as well as on the Earth. It appertains to all teachers, sacred and profane—inspired or otherwise. Whoever understands the thing he wishes to say, and the terms he must use to express them, can make his ideas clear to those of his pupils whose progress has reached the grade of the teaching. Whenever, therefore, a speaker or writer appears cloudy, he either does not comprehend the subject, or the lower terminus of his vocabulary does not run down to our plane. He must come down a little lower, or we must rise to him.

A FEW WORDS TO ACTING VISITORS, BY AN ACTING VISITOR.

BY PROF. F. T. RUSSELL, WATERBURY.

The thoughts which the writer has in mind all cluster around this one—the importance of being a true friend to teachers. We say a *true friend*—that does not imply any unwise tenderness, any blinking of faults, any blindness to defects, any deafness to just complaints on the part of parents or pupils, any sacrifice of the best interests of the school for the sake of retaining the teacher, any making of hard work easy—in fact, anything whatever, that is not really best for the school and teacher and visitor all taken together.

The visitor then should be the teacher's friend. Let that be the relation from the outset. Teachers who are "new" have but few friends; let the visitor be the first and staunchest. Let the friendship date from the examination. We know how much we would rather have a friend examine into our knowledge, than a stranger. A friend can put "hard questions" if need be, and can say kindly to the candidate "You are not prepared," and it will be taken in good part because it is said by a friend. A friend can visit a school, and say to the teacher, "Your room is not cleanly kept," or, "The children are too noisy," or, "The children are not taught to think," or, "They do not advance," or, "I would not advise you to teach this school any longer." All this may be said as a friend would say it, and the teacher would feel that it was just, and adapt himself to the situation. We say this advisedly, because we have said these things to teachers who are our cordial friends.

A true friend sympathises with us. A teacher needs sympathy. It makes a dark day bright if the visitor in visiting a school makes only friendly criticisms, or drops a word of cheer and encouragement if it is deserved; and the more fault it may be a visitor's duty to find, the more needful it is that some words of encouragement should be given. Let the teacher be satisfied that the criticisms of the work which may be made are from real friendly interest, and from a conscientious regard for duty, and even fault-finding is made the assurance of friendly regard.

A friend is a helper. How can we help? First, by doing our duty thoroughly and kindly. For the most part visitors are not recognized as being successful helpers. Fellow-visitor, if it is not impertinent, the writer desires to put the question to your conscience, which has troubled his—How much do

you help the teacher whose school you visit? In reviewing visitor's work for the last term, perhaps there are some regrets that so little was done that was helpful. There's a term coming—what then?

SOME RECENT DECISIONS IN SCHOOL CASES.—No. II.

BY JOHN D. FERGUSON, ESQ., STAMFORD.

The subject of school discipline and government has never, we believe, been before our Supreme Court. Massachusetts, however, has several important decisions in regard to it. It has there been decided that a pupil guilty of grossly immoral conduct *out of school* may be excluded, though no branch of school discipline has occurred.

Also, in *Shiller vs. Woburn*, 12 Allen R. 126 (1866), That a rule requiring the schools of the town to be opened with reading the Bible and prayer, and requiring every scholar to sit with bowed head during the exercises, unless *excused on the request of his parents* was reasonable and proper; and that a child refusing to obey it was properly dismissed, the father having notice of the rule but refusing to request an exemption.

Finally, a still later case, *Hodgkins vs. Salem*, 105 Mass. R. 475 (1870), decides, that

"The school committee has authority not subject to revision, if exercised in good faith, to exclude a pupil from a public school for misconduct which injures its discipline and management."

The misconduct in this case was not "mutinous or gross," but consisted of "acts of neglect, carelessness of posture, tricks of playfulness, and inattention to study and the regulations of the school in minor matters," . . . "persisted in after repeated remonstrances and admonitions by the teachers and members of the committee."

This case further decides that such a scholar may lawfully be dismissed in the first instance by a single member of the committee, provided the rest subsequently ratify the action.

The opinion of the court says upon this point:

"Much of the power of the committee as to the preservation of order and maintenance of discipline must necessarily be delegated to its different members and the teachers, and must be exercised without any vote or record. . . . We have no doubt that they may send a scholar out of school if the exigencies of the case require it, subject to the future action of the committee."

The "School Committee" in Massachusetts has the powers and duties of "district committee" and

"school visitors," in Connecticut, united—probably, therefore, in this State the approval of both bodies might in such a case be required.

A late Iowa case, *Burdick vs. Babcock*, 31 Iowa R. 562, touches a point which has been a good deal discussed.

The court held "that a rule suspending a pupil from school who had been six times absent in four weeks was proper, reasonable, authorized, and legal." We have been unable to procure the full report of this case, but have the more desire to do so, as we notice that Judge Miller, one of the ablest members of the court, dissented from the decision.

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Another case in the same volume, *Jackson vs. Andover*, p. 94, holds that a town cannot even by legislative authority appropriate money to the support of an endowed school, of which the public authorities have not the exclusive control. Such a

decision in New York would have prevented the scandal of the immense appropriations to favored sectarian institutions during the Tweed regime.

Probably this is law enough for one lesson—perhaps at some future day we may take up the decisions of other States.

YOUNG TEACHERS' DEPARTMENT

COMPOSITION.—No. III.

BY CHARLES NORTHEND, NEW BRITAIN.

If the hints and suggestions already given have been properly regarded and expanded, pupils will be prepared for advance steps. They may be called upon to give their thoughts and statements in the form of a letter. At first it may be well to give them some leading ideas. Let them, for example, be requested to write a letter to their parents, or to some friend, in which they shall give an account of their school and their several studies. At another time they may be asked to write letters in which they shall give an account of some holiday excursion, or of the manner in which a vacation has been spent. A review of some lesson may also form the basis of a letter. If the pupils have been learning the geography of the United States, request them, as a review exercise, to write a letter in which they shall communicate to some friend all they can think of as of interest about the United States: speaking of the climate, productions, rivers, mountains, &c. Or a description of the town or city in which they live, may form a good theme for a composition.

If the schoolroom walls are adorned, as the walls of every schoolroom should be, with engravings or paintings, one may be selected as a theme for composition. If some landscape view is represented, let the pupils be requested to describe the same as it may appear to them.

Another good exercise is to request pupils to communicate certain facts or information in the form of a *telegram*, in which clearness and brevity shall be the special points. This may be made both profitable and interesting.

One other help may be this. Read some interesting story or narrative to the pupils, with the understanding that they will be expected to give the substance of the same, in their own language, on a future day. This will constitute a good basis for giving form and expression to their ideas.

Let it not be forgotten that writing composition is simply giving expression to our thoughts and views, and that the aim should be to have such expression plain, concise, and correct. We must have thoughts before we can express them. It is a very common mistake of teachers to assign as themes for composition subjects upon which pupils cannot reasonably be expected to have much to say,—subjects in which they can feel no real interest, and about which they have no well-defined thoughts.

If the exercise is commenced at an early age in a simple way, and continued by advancing steps, pupils in our schools will have no dread of composition writing, and they will, as they should, be able on graduating, even from our common schools, to write letters or articles that shall be a credit to them. And why ought not this to be expected from the advanced pupils in all our schools? It is certainly an acquirement which will prove of real practical worth to them in life, and without it they will often suffer embarrassment and mortification.

If the few hints that we have given shall prove helpful to any teachers, or lead to more careful attention to this much neglected, and too often dreaded branch, we shall be glad indeed. Let every teacher strive:

- (1) To awaken thought in the minds of his pupils, or in other words, teach them to think; and
- (2) help to encourage them to give plain and accurate expression to the thoughts awakened.

TOURS OF OBSERVATION AMONG THE SCHOOLS.

BY A. PARISH, SUPT. SCHOOLS, NEW HAVEN.

No. III.

"Let us notice some of the peculiarities of this room, which you so much admire, and see what we can learn of the teacher's management. Did you observe how the children came together at the opening of the school?"

"Yes. Not one was late; no one was absent. I was greatly interested, while approaching the school, to notice several children looking very earnestly up and down the streets to see if any were lingering on the way. One little girl was beckoning to another, and calling out, 'Mary, Mary, do hurry; you will be late!' and both scampered into school, with great glee, as if some very desirable object had been gained. Full five minutes before the striking of the hour for school to begin, every child was in seat and '*in position*,' i. e., sitting erect, with hands clasped, resting on

the desk in front, with eyes directed towards the teacher, with an evident look of triumph; for their promptness gave them another star on the black-board. The rule of the school is that every time all pupils are present, on time, a star is placed on the board; and I counted ninety-four stars, indicating that they had had 'perfect attendance' ninety-four half days during that term. And the teacher told me that the children had sometimes been four and five weeks in succession without an absence or tardiness."

"It was the children's ambition, I suppose, that prompted them to persevere thus. Had the teacher anything to do with it?"

"Do you think that half of a pair of scissors would cut as well as two halves together? How long would the fickle minds of children hold out alone to secure an object like this? The teacher's steady encouragement, I think, is the mainspring of the movement."

But it is not every teacher's effort that accomplishes the same result; for, in another school we visited, I noticed a very different spirit, both on the part of the children and teacher. The former seemed quite indifferent whether they were late or not, and the latter, apparently ashamed that her school did not do as well as others, instead of inspiring her pupils with ambition to excel, yielded to impatience, and tried to *drive* rather than *lead* to the desired result. As the children came in late they were greeted in a style somewhat like the following: "John Smith, why did you stop out at the corner, when I sent for you? You were very disobedient, and I shall give you a 'check' for being late, and another check for not obeying me." "Tommy Jones, I saw you out before the school a quarter of an hour ago, and yet here you come in late. You are a very naughty boy and deserve punishment. I shall keep you half-an-hour after school for this." And so with a similar spirit she met all the delinquents. And then to relieve her disturbed spirit she seized the opportunity to inform me, in a loud tone of voice, in the presence of the school, what a hard set of scholars she had to deal with; how little ambition they had. "I do believe," she went on to say, "that I have got the worst children in the city to take care of. There's that John Smith and Tommy Jones, they are the worst little fellows you ever saw; they are very often late and spoil our 'perfect sessions,' and I do think they do it on purpose, sometimes, to plague me and the children that want perfect attendance." Just then I saw these little mischief-makers looking

at each other with an expression of satisfaction that the teacher had made an acknowledgment publicly, as if they had gained a victory. Besides, many others who were indifferent about punctual attendance seemed to sympathise with the condemned ones; and evidently few were drawn by the spirit of the teacher to co-operate with her in anything she desired to accomplish.

"I am afraid there are many who may think you have rather overdrawn the character of this teacher. Yet I have met some to whom your description justly applies. It is a marvel to me that persons so destitute of a proper sense of their relation to others, of good judgment and delicacy of feeling, should undertake duties in which they must be models and guides. But perhaps it is because they do not perceive the unsuitableness of their own habits of thought and action in their relation to others. If so, the more is the pity. But I am interested to know more of that other teacher. Let me ask if she had not some weakness in her character, that while she was very amiable and gentle, might she not be a sort of good-natured, inefficient body, pleasing to the children, because indulgent, but lacking those elements of character which are essential to secure progress in learning and desirable habits?"

"Quite the contrary. Firmness of purpose was evident at the outset; and every child seemed to recognize it. While she moved among the children or spoke to them with the gentleness of a loving mother, there was manifest to every one a sort of reserved force, an expression of the eye, an easy dignity of action that seemed to inspire all with confidence, at the same time to act as a caution to any who might presume to take undue license. She could at any time speak playfully, even allow them to break out into a roar of laughter, yet the raising of her finger or a gentle sh— would instantly hush every voice, and bring every child into the proper position. Her very presence seemed magnetic. Every word she uttered expressed kindness and sympathy which seemed to awaken a corresponding feeling in every little heart.

EVENINGS WITH THE STARS.—No. VI.

BY W. B. DWIGHT, NEW BRITAIN.

I. *Circumpolar Constellations of the northern middle latitudes.* The North Star must first be located; its position is a matter of constant reference in star study. The Dipper, consisting of four stars making the body and three prominent stars for the han-

dle, is easily made out in the northern sky by any observer. In May it is quite high in the north, above the Pole Star, between 8 and 9 P. M. In November it is, of course, only just above the northern horizon. The two stars forming the extremity of the Dipper farthest from the handle (the Pointers), always point almost directly to the Pole Star, which is but little further from them than the extreme length of this little group.

Having found the Pole Star (Polaris), we will complete the study of Ursa Major, the Great Bear, the grandest of the Circumpolar Groups. The Dipper is the hind-quarters, and its handle the tail of the Bear. In a direction from the Dipper, opposite to its handle and stretching about as far, is a group of small (fifth magnitude) stars. This is the head. From the handle strike a line diagonally across the square of the Dipper, extending beyond till you reach a conspicuous star (fourth magnitude) and then two others close together; these form the right fore-foot. Below the bottom of the Dipper, notice a star alone, and a little beyond, two groups of two stars, each forming a triangle with the single star. These duos form respectively the two hind-feet, and are exactly in line with the right fore-foot. The left fore-foot is indistinctly marked. Ursa Major is now mastered. The two stars in each paw, all in line, each linked to the body by one star, form a very striking feature of this constellation.

Nearly opposite to the Dipper, on the other side of the Polaris, is a conspicuous constellation forming an irregular W. This is Cassiopeia, and is so readily distinguished as to need no further remark. Ursa Minor, the Lesser Bear, consisting chiefly of the Little Dipper, may come next. It is faint, and requires patience in the discovery, yet once seen, it is very distinct. Polaris is the extreme star of the handle of the Little Dipper. Starting from this, sweep around in an arc toward the handle of the Great Dipper until you are in line to strike the center star of its handle. You have traversed the handle and rim of the Lesser Dipper. The two stars of its rim point directly to the center star of the tail of the Great Bear.

Next comes Cepheus; not quite so well marked as the preceding. To some it is indicated best by the form of a great K, standing almost upon the handle of the Little Dipper, and stretching nearly as far away from Polaris as Cassiopeia, towards which it faces. The lower slope of the K terminates in the left knee, the upper in the left arm. Three stars a little south of the latter, mark the head. Another good way may be suggested.

With Polaris as center, sweep an arc from the body of the Little Dipper to the center of Cassiopeia. Midway between these groups it will pass through the center of a large diamond figure formed by four stars. This is the main portion of Cepheus, from which the rest may easily be made out.

After our experience with the two Stellar Bears, we shall doubtless feel ourselves sufficiently veteran in the chase to attack the chief remaining constellation, the Dragon. His conquest will be short. Strike a straight line through the very middle of the Little Dipper, from the top through the bottom, continuing it to a distance exceeding slightly the whole length of this Dipper and handle. You will come across a distinct cone of five stars (2d, 3d, and 4th magnitudes) with its base towards the head of Cepheus, and its point prolonged and slightly curved by an additional fifth magnitude star. This is the head of Draco. The body may be traced from this with the utmost ease, sweeping around first towards Cepheus, then in a long and conspicuous row of isolated stars, winding between Ursa Minor and Draco's head, then between Ursa Minor and Ursa Major, when it vanishes to a point.

Two constellations, the Camelopard and the Lynx, fill the remaining space between the Great Bear and Cassiopeia; they are quite insignificant and difficult to trace, neither containing stars above the fifth magnitude. It will hardly be important to labor to point them out to ordinary classes, and we will not give any particular directions for their identification.

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THE SELF-REPORTING PROBLEM.*

BY MISS SARA E. HUSTED, NEW HAVEN.

More difficult to solve than all the questions in a Teachers' Examination is the old problem in school discipline:

Given, known quantities of youthful spirits and youthful indiscretion, to find the value of the moral principle therein contained, and as the second unknown quantity, the best method of developing a strict regard for truth and right.

* This interesting essay, written by a member of the New Haven High School, gives a view of the Self Reporting System from a pupil's stand-point.

Even the most successful teachers have been perplexed by this problem. Most of them have a theory in regard to the solution, but they are unable to "verify the equation," in other words, they are unable to reconcile the result as it should be, according to their theory, with the result as it is.

I presume all are agreed that strict order is one of the first requisites of success in a school.

Having established a rule forbidding communication, the question arises: "Is it better to require of the pupil a report of his conduct, or to estimate his deportment solely from the observation of his teacher?"

On the one hand, a pupil violates the rule and wilfully denies the violation; this one deception leads to others, and falsehood becomes habitual. So the opponents of this system say: "The practice encourages deceit; if the pupil had not been required to give a public report, he would not have perjured himself."

On the other hand, a pupil watches his opportunity, communicates when he is not conscious of the observation of others, and conducts himself irreproachably when his teachers are present.

"This also encourages deceit," is the verdict of the supporters of the first method, and truly they are right.

I have witnessed thorough trials of both systems, and believe most firmly that the method of self-reporting is better for the school, and better for each individual pupil. There is an appeal to the honor of each one that must be recognized by almost every pupil, for there are few who are utterly devoid of all considerations of truth and right.

The system of self-reporting is a strong test of the amount of "moral principle" which the pupil possesses, so that it is more frequently employed as a means of obtaining the value of this truly "unknown quantity."

To confess frankly a fault requires a certain amount of moral courage, and the opponents of the system tell us that many do not possess a sufficient amount to make the confession. But they have courage to transgress the well-known rule of the school, and it seems to me that the first violation would require as great a struggle as the first confession—although, to be sure, courage of different kinds would be exercised in the two cases.

A pupil who is old enough to discriminate between right and wrong is old enough to be responsible for his conduct, and to make a truthful report. If he is not morally strong enough to do this, there is something lacking in the foundations of his char-

acter. Such pupils, who are few in number, I hope, cannot be reached by either method, for if they cannot report truthfully, they will be dishonorable when they feel sure that no punishment and no humiliation will result from their wrong-doing.

Another benefit arising from the use of the self-reporting system is the good, healthful influence which the pupils exert over one another. Steady industry is the rule and not the exception. Scholars who are conscientious are less disturbed by the temptations of those around them, and the prevailing sentiment is regard for what is right and proper, and contempt for deceit and hypocrisy.

In a school where vigilance, not honor, determines each pupil's rank in deportment, the disappearance of "grim authority" destroys all restraint, and the feeble minority, who are not given to eye-service receive only derision for refraining from communication. If those teachers who advocate the non-reporting system could by some mysterious power be rendered invisible, they might receive at times such revelations as would shake their faith in their own "elimination" theory.

As the secret of rendering one's self invisible perished in the days of fable, and as human nature does not change greatly from generation to generation, I presume teachers who shall live in years to come, will still be haunted by the "unlaid ghost" of the old "Self-reporting Problem."

MISCELLANY.

PHYSICAL CULTURE IN AMHERST COLLEGE.

BY NATHAN ALLAN, M.D., LOWELL, MASS.

Whether any report upon Physical Culture was made by the Trustees, through their committee (consisting of President Stearns, Henry Ward Beecher, and myself), at the last Commencement, I know not, as I was absent at the time from the country. Having taken a deep interest in physical education for a long time, and attempted, the last year particularly, to post myself thoroughly, both at home and abroad, as to its present aspects and prospects, I beg the use of one of your pages to express the result of my observations and inquiries.

It happens sometimes to institutions as to individuals, that they may have a good thing without fully appreciating it, and which it becomes their duty in some way to make known to others, though not in the spirit of rivalry or boasting. Such is the fact, in my opinion, with respect to Hygiene and Physical Culture in Amherst

dle, is easily made out in the northern sky by any observer. In May it is quite high in the north, above the Pole Star, between 8 and 9 P. M. In November it is, of course, only just above the northern horizon. The two stars forming the extremity of the Dipper farthest from the handle (the Pointers), always point almost directly to the Pole Star, which is but little further from them than the extreme length of this little group.

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I presume all are agreed that strict order is one of the first requisites of success in a school.

Having established a rule forbidding communication, the question arises: "Is it better to require of the pupil a report of his conduct, or to estimate his deportment solely from the observation of his teacher?"

On the one hand, a pupil violates the rule and wilfully denies the violation; this one deception leads to others, and falsehood becomes habitual. So the opponents of this system say: "The practice encourages deceit; if the pupil had not been required to give a public report, he would not have perjured himself."

On the other hand, a pupil watches his opportunity, communicates when he is not conscious of the observation of others, and conducts himself irreproachably when his teachers are present.

"This also encourages deceit," is the verdict of the supporters of the first method, and truly they are right.

I have witnessed thorough trials of both systems, and believe most firmly that the method of self-reporting is better for the school, and better for each individual pupil. There is an appeal to the honor of each one that must be recognized by almost every pupil, for there are few who are utterly devoid of all considerations of truth and right.

The system of self-reporting is a strong test of the amount of "moral principle" which the pupil possesses, so that it is more frequently employed as a means of obtaining the value of this truly "unknown quantity."

To confess frankly a fault requires a certain amount of moral courage, and the opponents of the system tell us that many do not possess a sufficient amount to make the confession. But they have courage to transgress the well-known rule of the school, and it seems to me that the first violation would require as great a struggle as the first confession—although, to be sure, courage of different kinds would be exercised in the two cases.

A pupil who is old enough to discriminate between right and wrong is old enough to be responsible for his conduct, and to make a truthful report. If he is not morally strong enough to do this, there is something lacking in the foundations of his char-

acter. Such pupils, who are few in number, I hope, cannot be reached by either method, for if they cannot report truthfully, they will be dishonorable when they feel sure that no punishment and no humiliation will result from their wrong-doing.

Another benefit arising from the use of the self-reporting system is the good, healthful influence which the pupils exert over one another. Steady industry is the rule and not the exception. Scholars who are conscientious are less disturbed by the temptations of those around them, and the prevailing sentiment is regard for what is right and proper, and contempt for deceit and hypocrisy.

In a school where vigilance, not honor, determines each pupil's rank in deportment, the disappearance of "grim authority" destroys all restraint, and the feeble minority, who are not given to eye-service receive only derision for refraining from communication. If those teachers who advocate the non-reporting system could by some mysterious power be rendered invisible, they might receive at times such revelations as would shake their faith in their own "elimination" theory.

As the secret of rendering one's self invisible perished in the days of fable, and as human nature does not change greatly from generation to generation, I presume teachers who shall live in years to come, will still be haunted by the "unlaid ghost" of the old "Self-reporting Problem."

MISCELLANY.

PHYSICAL CULTURE IN AMHERST COLLEGE.

BY NATHAN ALLAN, M.D., LOWELL, MASS.

Whether any report upon Physical Culture was made by the Trustees, through their committee (consisting of President Stearns, Henry Ward Beecher, and myself), at the last Commencement, I know not, as I was absent at the time from the country. Having taken a deep interest in physical education for a long time, and attempted, the last year particularly, to post myself thoroughly, both at home and abroad, as to its present aspects and prospects, I beg the use of one of your pages to express the result of my observations and inquiries.

It happens sometimes to institutions as to individuals, that they may have a good thing without fully appreciating it, and which it becomes their duty in some way to make known to others, though not in the spirit of rivalry or boasting. Such is the fact, in my opinion, with respect to Hygiene and Physical Culture in Amherst

College. It is the only large educational institution in this country, and, I think, we may safely say, in the world, where the value and importance of properly *car-ing for this body* is officially recognize^d and enjoined. During an extensive tour in Europe, last season, I found nothing of the kind in England, France, Germany, or Prussia. In London I met with Professor Gorgie from Sweden, and heard him give a lecture upon gymnastics, recounting the history and interest on the subject, as connected with education in Sweden, Germany, and other countries. I spent several days at Oxford, visited its famous gymnasium, and inquired carefully into its boating exercises, and found that these were all *voluntary*, that as far as the health and physical education of students were governed by any regulations or authority, the university as such was silent. This same fact is true in respect to the universities at Cambridge and at London, and also, as far as I could learn, of all other large literary institutions in Great Britain. But, how different is the state of things at Amherst. This college has now had for twelve years a distinct department of *Physical Culture*, established upon the same high ground as that of Mathematics or Classics. We have among its teachers and professors a thoroughly educated physician as guardian of the health of the institution, to see that the laws of Hygiene are observed, to watch over the physical welfare of every student, striving to correct as far as possible all physical weaknesses, defects, and habits injurious to health, and in case of sickness advising and directing the best treatment. It is also made his duty to give lectures upon Hygienic Physiology, and the great laws of life and health; and in order to preserve a sound constitution and thereby prevent disease, a series of gymnastic exercises has been introduced as a part of the regular college duties, and every student, (except for physical imperfection,) is required to take part in them, under the inspection of his instructor. These exercises are so designed and varied as to exercise every part of the body in the most natural and beneficial manner. It is no part of the plan to develop particular muscles for great feats of agility and strength, but to train the whole body for its highest and most efficient action. It is intended that every muscle and tissue of the system shall be developed in harmony with every portion of the brain and faculty of the mind.

By this systematic training, it is found that the students accomplish far more in their studies, thus elevating the standard of scholarship in this institution, while their constitutions in the meantime are not broken down or impaired,—so that *physically* as well as *mentally* they are better prepared for the more public and responsible duties of after years. It is also a well known fact that, since the introduction of these exercises there has been a decided improvement in the health of students generally, and less sickness as well as mortality.

There are two features in this department which are peculiar and deserve special notice. It was established

by order of the trustees, after the most careful consideration, and it has always received the sanction of the entire Faculty. Its exercises are not only compulsory, but faithful attendance upon them, as well as careful observance of the laws of Hygiene generally, are taken into account in making up the rank and scholarship of each student.

Every year's experience has satisfied the officers of the College more and more of the great advantages derived from this department; and, so great has been the interest of the public in it, outside of the institution, that the number present, from time to time, at these exercises, has averaged each year over four thousand persons. And so hearty in the appreciation of these advantages are the students, that they would dispense with any other department in college sooner than that of *Physical Culture*. The true secret of its success is found in the fact, that the Trustees and Faculty, from its commencement, have attached great importance to it, and given it character by making it one of the departments of the college. The students also deserve much credit for their zealous and practical endorsement of these measures.

If such is the connection of the mind with the body as to render all mental development and acquisition greatly dependent upon the strength and condition of the physical system, is it not the part of wisdom and duty to see, that in the training of youth, in the educational process, the laws of the mind and body should be taken into account? Can any good reason be given why the laws of the one should be ignored or violated, when experience shows that such a course so often results in failure? Are not the laws of the body a part of the government of God, to which we owe allegiance as much as those of the mind or soul?

Modern science, in connection with the most advanced views of education, is teaching us more and more every year, the importance of good health—of a sound constitution, in order to secure the highest success in life; and this depends very much upon the proper care and training of the body in youth. It is becoming evident that physical culture is yet to occupy a far more prominent position in all our systems of education than heretofore, and must ere long be introduced in some form, into the regular exercises of all our schools, seminaries, and higher institutions of learning. We venture this prediction, that in no department of education will there be greater improvement for the next fifty years, than in a more perfect development of the human system and harmony of function, between the laws that govern both the mind and the body. And in no one thing will the history of Amherst College be more noted or distinguished than in the fact, that she took the lead in this great reform.

—Amherst Student.

MRS. SNIDKINS says her husband is a three-handed man—right-hand, left hand, and a little behind hand.

THE OPPOSITION OF MARS.

Brilliant with ruddy light, among the glittering stars that bestud the sky, may now be seen "the red planet Mars." It is in the constellation *Libra*, is a conspicuous object in the eastern sky in the evening, and cannot fail to be recognized by its fiery hue and the serene and steady light that distinguishes a planet from a fixed star. It is especially interesting at the present time, from the fact that it will reach its opposition with the sun on the 27th of April. At this time, a line drawn from the centre of the sun will pass through the centres of the earth and Mars. Its whole enlightened surface will be turned toward the earth, and it will be at its least distance from us (fifty million miles), appearing twenty five times as large as when at its greatest distance (two hundred and forty million miles). The opposition of Mars, occurring once in about two years, gives the most favorable conditions for observation at the planet; and astronomers all over the world will find an interesting object of investigation in examining its well-known features with telescope and spectroscope, and all the assistance that the progress of scientific knowledge during the last two years has developed.

Beautiful as this planet is to the naked eye, and interesting as it is to watch its rapid progress from star to star among the zodiacal constellations, it is to the telescopic observer that its most wonderful features are revealed. Mars, though the smallest (with the exception of Mercury) of the large planets of the solar system, is the only object in the whole heavens known to present features like our own; for the telescope shows, on our nearest superior neighbor, continents and seas, islands and inlets, snow and ice, in essential particulars corresponding to the physical outlines of the globe on which we live. It is probably the only planet whose surface is really seen—for Mercury and Venus, our interior neighbors, are so protected from the heat of the sun by vaporous envelops that it is only under the most favorable circumstances that the true surface of the planets can even be faintly seen; and Jupiter and Saturn—the mighty orbs which far transcend our own in size—satellites and rings, are probably in no condition at present to sustain animal life. The moon, too, is destitute of anything interesting to reward examination. It is a chaotic mass of mountain-ridges, extinct volcanoes, deep caverns and fissures, dreary mountain scenery, and desert plains—a hemisphere of desolation around which no vivifying atmosphere circulates, over whose surface no refreshing waters flow.

It was not until the year 1666 that observations on Mars began to take a tangible form. Cassini then determined roughly the period of its rotation. About the same time large spots were noted on its surface, and drawings of its principal features were made by Dr. Hooke. In 1704, Maraldi improved upon these drawings, and was the first to mark the famous spot which

modern astronomers have named the Hour-Glass Sea. As astronomical research advanced, and instruments improved, succeeding astronomers turned their attention to the interesting features of the planet, constructing charts, after careful examination, and including on the list of observers the honored names of Herschel, Mädler, Lockyer De La Rue, Sechi, and many, others. But the views taken by the celebrated Dawes, at various times from 1852 to 1864, are considered superior to any others. Combining the best points in his drawings with those of other observers, we have a Martial map as complete in detail as an outline map of our own globe. Mr. Browning has constructed a Martial globe on which lands, seas, and other physical divisions, are delineated as on a terrestrial globe. These lands and seas are as familiar to astronomers as the continents and oceans of the earth are to geographers. Two charts have also been constructed on which the Martial outlines are represented in the same manner as on the maps of terrestrial hemispheres. The Martial divisions are named for their discoverers; and as a tribute to the lamented Dawes, his name occurs more frequently than any other.

A brief sketch of the topography of Mars cannot be uninteresting. An icy cap surrounds each pole, varying in extent according to the progress of the season; and around each of these polar caps extends a polar sea. Four great continents occupy the equatorial regions; between two of them flows the celebrated Hour-Glass Sea; while oceans, straits, and inlets, separate the continents and enclose the island, much as on the surface of our planet. But if the correspondence is marked between the two planets, the divergence is no less so. A noticeable feature in Mars is the prevalence of winding inlets and bottle-necked seas. One of these, called Huggin's Inlet, is a long forked stream, too wide to be compared to a terrestrial river, which extends for three thousand miles from its two-forked commencement to the point where it flows into the sea. There are two seas so closely resembling each other that, if it were not for their enormous dimensions, we might fancy the evidence of artificial construction. There are also two flask-shaped seas, which have the same marked similarity.

On the earth the oceans are three times as extensive as the continents. On Mars the proportion of land and water is about equal, and so strangely mingled that a traveler could visit every part of the planet without leaving the element on which he commenced his journey; or by coasting along oceans, circumnavigating islands, passing through open and bottle-necked seas, and sailing through straits, he could traverse a coast line of thirty thousand miles, always in sight of land, and generally with a view of land on both sides. We can easily see a reason for this labyrinthian arrangement and its adaptation to the necessities of the planet. The most careful examinations have failed to detect a satellite; therefore, tides must be comparatively unknown, for the

effect of the sun in producing them would be almost unappreciable. Since the solar tide depends on the relations which the planet's diameter bears to its distance from the sun, and our solar tides are very small with a diameter of eight thousand miles and a distance from the sun of ninety-one million five hundred thousand miles, it may readily be seen how little influence the sun can exert on the Martial waters when the diameter of the planet is less than five thousand miles and its distance from the sun one hundred and fifty million miles. This arrangement of water in Mars would promote a free circulation by evaporation and downfall, while oceans would become stagnant under such conditions of existence.

Such are some of the physical features of Mars resembling those of our globe, but the parallelism does not end here. Its day is about thirty-seven minutes longer than ours; its inclination to the ecliptic is a little greater, giving nearly the same proportion to the seasons; its revolution round the sun gives it a year not quite twice as long as ours; and its size is much more nearly like our own than that of the greater orbs which are the glory of the system. But it is to the talismanic power of the spectroscope that we are indebted for the certainty of what before had only been probability. Mr. Huggins subjected the planet at its opposition in 1867 to a searching scrutiny by spectrum analysis and by the telescope. He proved that the red color of Mars is not due to an absorptive power in its atmosphere, but to a ruddiness of color of certain ingredients in its soil; that its atmosphere contains gases and vapors like our own; that clouds float through it and make beautiful its evening sunsets and its morning sunrises; and that fierce storms sweep over its surface and obscure the view to telescopic vision.

Astronomers delight to watch the changes around

"The snowy poles of moonless Mars."

In summer the ice-bound circle is reduced to a range within ten degrees of the pole; in winter the circle enlarges to forty-five degrees, and the wide-spread tracts of snowy light cover its surface as in our northern winter. It is true our Martial neighbors have only a quarter of the light and heat which our more favored position bestows upon us, but Tyndall says in his "Radiation of Heat" that a slight increase of certain vapors in the atmosphere would compensate the planet for its increased distance from the vivifying centre.

Science is constantly adding to the close analogy that binds us to the planet Mars. It belongs to the same family; it revolves around the same great centre; its day, its year, its seasons, its atmosphere; its physical features; the elements of its soil; water in the various forms of vapor, fluid and solid, which forms so important a part in the economy of organized beings—all find their complement there. We need only one link to complete the chain, the evidence of life. It is not too much to hope that in the days to come some simple

means will be discovered to show that life is not the sole inheritance of the insignificant members of the planetary world to which we belong. We are on the eve of great discoveries. An instrument which can detect the constituents of sun and stars may be followed, and that at no distant day, by one equally simple which will detect the presence of life in other worlds and systems of worlds. Some Prometheus will arise who will find some hollow reed in which to conceal the divine afflatus for mortal inspection.

—Emma M. Converse, in Appleton's Journal.

AN EVENING WITH MRS. SOMERVILLE.

Scattered recollections, contributed by various people, make perhaps the best materials for a biography; and any one who has a vivid personal memory of a distinguished character, however small the facts it relates to, does good service by making it known. This is the excuse for putting forward these few reminiscences of the famous Mary Somerville, who has lately passed away.

I was fortunate enough to have an introduction to her family when I visited Naples in the winter of 1870. They were living in the top story of a great palazzo on the Riviera di Chiaja; a suite of spacious rooms, facing the bay, and approached by a great staircase that seemed, as is always the case in Italy, to get cleaner and more sumptuous the higher you ascended. You passed through two or three anterooms, gathering as you went a truly Italian impression of marble and space, and then found yourself at the door of the great drawing-room. It was only in the evening that Mrs. Somerville received, and it is an evening impression that the room has left; great dim distances, a few lights at the farther end, barely distinguishing the plates of Raffaele Majolica on the walls and the antique bronzes on the marble tables; and in the far corner two ladies working, and a third lady, old and small, sitting watchful and dignified in her low arm-chair.

This was Mrs. Somerville; it was her ninetieth birthday when I saw her first. She put down the English newspaper as I approached, and, after her kind greeting, settled down for a gossip. Her ninety years seemed to have withered her frame; but it was wiry and firm still, her eyes were keen, her voice clear, only her hearing was impaired. Still it was quite possible to talk with her if you raised your voice; and it was easy to make her talk more than listen. Of course the war was our first subject; she had foreseen it fifty years before, at the Restoration. She was military and commiserating, critic and woman, by turns; now shaking her head over the dead and dying, now speculating about the fall of Paris. You had but to close your eyes and to fancy a clever *modern* Englishwoman talking; the words and thoughts were as fresh and current as those of the clever young wife of a clever young member in

a parliament of to-day. It was the same in the other subjects which we discussed; Italy and the Italian character, the latest changes at Oxford, and what not.

But of course she was most interesting when she came to talk of herself. "I do not apologize for talking of myself," she said; "for it is always good for the young to hear that old age is not so terrible as they fear. My life is a very placid one. I have my coffee early; from eight to twelve I read or write in bed; then I rise and paint in my studio for an hour—that is all I can manage now! The afternoon is my time for rest; then comes dinner-time, and after that I sit here and am glad to see any kind friends who may like to visit me." Then she would explain what was the reading and writing she was engaged upon. She was correcting and adding to the first edition of *Molecular and Microscopic System*: "only putting it in order for my daughter to publish when a second edition is called for after my death. Oh, they are quite competent to do it," she would say, with a smile; "I took care they should be much better educated than I was. And I am reading a good deal now—reading Herodotus. I took him down from my shelves the other day—it was the first time I had tried Greek for fifty years—to see if I had forgotten the character. To my delight, I found I could read him and understand him quite easily. What a charming writer Herodotus is!" All this was without the slightest pedantry; the utterance of a perfectly natural, simple mind, that dwelt upon subjects which interested it when it saw that they interested its neighbor.

The impression which Mrs. Somerville left upon one from this evening, and several like it spent in her company, was that of a thoroughly harmonious character, widely sympathetic and intensely individual. She had developed those two sides of her nature in the most complete way, and the result was a perfectly calm old age. The extraordinary power of abstraction which enabled her to work out a mathematical problem amid the buzz of conversation was typical of her whole mind. She was great, because she was so perfectly self-contained. Yet her sympathies, as has been said, were wide and warm. Such balance of character is a rare spectacle at any time; is perhaps rarest in extreme old age; and is precious in proportion to its rarity.

—People's Magazine in Littell's Living Age.

THE ÆSTHETICS OF SOCIAL LIFE.

Our modern fine art, with our more spiritual view of worship, generally lacks the power of social interest which attached to ancient art, and all the sculptors on earth can not now make a religious statue that shall stir the people like the sculptured Gods of Greece of old. A rich man might buy the rich Minerva or Apollo, or a rich court or city might put the exquisite work in a public gallery for the admiration of visitors, but crowds

would not rush to the place with hymns and prayers upon their lips. A statue of a popular hero would kindle more enthusiasm, and our modern art is doing much to put the heroes of war and statesmanship, and also those of science and art, of eloquence and song, before the people, and we Americans are learning of late to connect our memorials of gifted and noble men with the social education of our people. We are sure that these memorials will grow in number and influence as we teach the young to connect them with the true idea and work of life, and build our beautiful arts upon modern ideas of truth and usefulness, instead of trying to restore the old mythology, whether of the Hebrew ritual or the Greek idols. In other words, we must take the fine arts into our plan of education, and adapt them to the wants of society in our own day and generation. Franklin's statue stirs our people in Printing-house Square more than Thorwaldsen's Mercury could do, and if Horace Greeley is put there in bronze, his old coat will win more admiring spectators than Trajan's imperial robe. Other characters will appear in our historic art.

Does any body presume to say that this purpose is wholly visionary, that the age of art as well as the age of chivalry is over, and that men now go for dollars and cents, bread-and-butter, beef and mutton, with little if any love for the beautiful, as such, in their utilitarian prudence? We think that this is not so, and that probably so much money has never been spent for what is thought beautiful as in this nineteenth century. We do not build a few great cathedrals and palaces, but we do build hundreds of goodly churches and millions of slightly houses. We do not run after a few kings and queens, lords and ladies, to feast our eyes upon their purple and gold and gems, but the great mass of our people wear clothes such as courts of old could never afford, and our women generally carry, not always wisely, indeed, more ornament and wealth upon their backs than was ever dreamed of in the olden time. Our American court of our sovereign people is, on the whole, the most richly dressed court on record, and the aggregate cost of our dress is beyond any thing known in history. This array of costume, especially in our women, is a part of our social system, and is meant to produce a social effect. It surely is a matter of sufficient importance to suggest the question whether all this money might not be better spent, and made to tell with far more effect upon social enjoyment and welfare. Surely we need to study anew the laws and dispositions of our social nature, and ask ourselves how our sympathies can be most effectively moved and our tastes may be more judiciously provided for; and the question of dress, recreation, and amusement must be met in a broad and generous way in its connection with the whole science of society and the art of true living.

If the fine arts may be divided into two classes, according as they appeal more to either of the two master

senses, the eye and the ear, and if sculpture, painting, and architecture belong to the eye mainly, and if music, the drama, and poetry belong to the ear, may we not say that our modern life is adding a new and comprehensive art to each of these classes? Does not landscape gardening bring sculpture, painting, and architecture together on its broad and lovely domain, with genial welcome to music, the drama, and poetry as fitting guests and charmers of the landscape? and does not social art or social æsthetics bring music, the drama, and poetry together, with genial welcome to sculpture, painting, and architecture in its large fellowship? Surely these two beautiful arts, landscape gardening and social æsthetics, are unfolding themselves, and nowhere more hopefully than in our own homes. We are putting the landscape upon canvas in grand pictures, and upon the broad earth also in great parks, gardens, and cemeteries, as it has never been done before; and have we not been carrying out a greater social art in the organizing and educating our people within the century, which is now waiting to bear its bright consummate flower of beauty after those long years of hardy growth from the rough soil in the stout trunk and brave branches of our national law, industry, and statesmanship? The history of our laws and institutions, our battles and debates, has been pretty thoroughly written into papers and books; but what papers and books can contain the records of our American sociality, and do justice to the worthy men and women who have been refining, humanizing, and spiritualizing our vast population, and who are carrying out the good work still in backwoods villages, as well as in populous towns and cities, and preparing the way for the great and noble national life that is to be? Sometimes the unwritten impression is more important than the public narrative of opinion and acts; and probably such movements as Methodism have been quite as remarkable for their power in moving the affections and reforming and transforming social dispositions and habits as in shaping theology.

—Dr. Samuel Osgood, in Harper's Magazine for May.

AN EXPERIMENT THAT FAILED.

I am not sure whether I did right or wrong. I am sure that I meant right. It was in this wise. Believing implicitly that the bending of little human twigs should be accomplished during the early stage of their growth, I concluded to commence on Vieve. My intention was to give her a lesson in firmness. Accordingly I filled a box with chestnuts, and placed it within her reach, saying, "Now, Vieve, dear, you must not touch them without my permission."

"Well, den, I dess I'll not," was the reply, while the brown-eyed three-year-old gazed wistfully toward the sweet temptation. I gave her six or eight.

"In my dear 'tittle potit, fank, 'oo!"

I went to my work and labored with all the cheerfulness of an inventor who is pretty sure his machine will be a success.

During the afternoon it occurred to my mind that those eight nuts were lasting a remarkable time. Assuming my blandest tone for the occasion, I asked:

"Vieve, have you eaten all your nuts?"

"No, I fiak not."

"Come here, darling. Where do you get so many?"

"Oh, I det's them out o' my potit."

"Well, but here are more than I gave you at first," I said, as I examined the dainty receptacle. "O, Vieve! have you been disobeying me and getting more out of the box?"

"I 'spects p'raps I have."

"But are you sure?"

"Yes, I's pitty sure."

"O, dear Vieve," I cried, with the feelings of one who discovers his invention to be a failure, "this makes poor mamma feel so sad. I do not like to punish you, but what must I do? I must have my little girl obey me. Oh! what shall I do?"

The small sinner looked reflective.

"Well, mamma," she presently said, in solemn tones, "I dess 'oo had better pray."

Believing her suggestion a wise one, embodying about all the wisdom of the entire affair, I acted upon it. Returning to my occupation after our session adjourned, the first thing that caught my attention was a scrap of old newspaper containing this sentence:

"He who through intention or neglect throws before another a temptation, is, if he be overcome, equally guilty."

I put away the box of chestnuts, and am awaiting further light.

—National Baptist.

TRANSLATING.—*First*: What is required for translating well? I answer, Four things: ability to write the language into which, and to interpret that from which, the translation is to be made; an understanding of the subject discussed; and fourthly, to know how to translate!

Second: The possibility of translation in any adequate manner varies in different cases, by this general rule: Any thing whose substance—*i. e.*, whose thought—is the important part of it, can be adequately translated, supposing the two languages concerned to be equally cultivated. But in proportion as the form in which the thoughts are conveyed is more and more important, just so much is adequate translation impossible, unless between languages of the same characteristics. By this rule, we may expect perfectly satisfactory translations of all the literature of reasoning and narrative, such as theology, history, biography, mathematics, law, and medicine, natural science, travels, criticism, and art. So we may of much historical fiction. But where a novel depends on dialect, it cannot be translated so as to be equivalent

to the original in its new dress. The Low German of Reuter, for instance, can absolutely not be translated into English. It can only be paraphrased. Almost as impracticable it would be to translate a book of French puns into English, or the contrary. Take the old joke about the man who said he had shot 33 hares that morning, on which somebody exclaimed, "Thirty-three hairs! you must have been firing at a wig!" Now translate this into French, with *lapin* and *perruque*; you get the following: "Thirty-three rabbits! You must have been firing at a peruke!"—which is not funny. But the case is different with such wit or humor as is of the thought, and not of its form merely. The sarcastic death-bed jest attributed to Rabelais, for instance, is equally reckless and cutting in any language. When a stupid priest presented him the sacrament, and asked the dying man if he recognized his heavenly Master, "Yes," he replied, "I know him by the beast that carries him." Now this contrast in translation between substance and form applies everywhere; to the most serious and tender poetry exactly as much as to jokes and sarcasms. Puns, if strictly verbal, are untranslatable. So are dialects and slangs like Reuter's Low German, Hugo's Parisian Argot, Scott's Scottisms, or Bret Harte's Californicisms. So is *onomatopœia* in poetry; such as Virgil's *Quadrupedante* line, and the like. You cannot translate a sound, into a language which has not it. "*Brekekekex, koax, koax,*" is Aristophanic for frog talk. You can *transliterate* it into English; but if you try to translate it you get "croak, croak," which is not a competent rendering. No more can you translate "Bang!" into Greek. Nor could you one single bit better translate Poe's "Bells" or Hood's "Evening is come, and from the dark park hark," and so on, into Latin and French. What ridiculous work you would make with "*Le son des cloches, cloches, cloches!*" O will not render *e* short. As well paint in blue a copy of a red picture. In fact, the more poetical a poem, the less can it be translated. A translated poem is a boiled strawberry.

—"Old and New" for May.

THE FIRST AMERICAN NEWSPAPER.—The story of the first American newspaper, brief as was its life, is full of curious interest. Seventy years after the landing of the Pilgrims on Plymouth Rock, and two hundred and fifty years after the invention of printing, a newspaper was issued in Boston. It lived one day, and only one copy is known to have been preserved. That copy was discovered by the historian of Salem, the Rev. J. B. Felt, in the Colonial State-paper office, in London, while engaged in researches relating to the history of his own city. This pioneer of American journalism was published by Benjamin Harris at the London Coffee-house, Boston, and was printed for him by Richard Pierce on Thursday, the 25th of September, 1690, nearly two centuries after the discovery of the New World by Columbus. The paper was printed on three

pages of a folded sheet, leaving one page blank, with two columns to a page, and each page about eleven inches by seven in size. Harris proposed to issue his paper once a month, or oftener if there should be a "glut of occurrences." His first and, as it turned out, his only number, contained several columns of home and foreign gossip, without a word of editorial comment. Unfortunately for the success of his undertaking, he printed one or two items of local and military news which set the official busybodies in a ferment of indignation. The legislative authorities solemnly determined that the paper came out contrary to law, and that it contained "reflections of a very high nature." To prevent Mr. Harris from issuing a second number, they forbade "anything in print without license first obtained from those authorized by the government to grant the same." In this way the first American newspaper came to grief; and but for the accidental preservation of a single copy in London its very name would have passed into oblivion.

—From "Newspapers and Editors," in Harper's Magazine.

HOW HUBERT DISCOVERED THE MARAUDING HABITS OF ANTS.—He was walking in the environs of Geneva, between four and five o'clock in the evening, when he saw a regiment of great red ants crossing the road. They marched in good order, with a front of three or four inches and in a column eight or ten feet long. Huber followed them, crossed a hedge with them, and found himself in a meadow. The high grass plainly hindered the march of the army, yet it did not disband; it had its object, and reached it. This was the nest of another species of ants, blackish gray ones, whose hill rose in the grass twenty steps from the hedge. A few blackish-gray ones were scattered about the hill; as soon as these perceived the enemy, they darted upon the strangers, while others hurry into the galleries to give the alarm. The besieged ants come out in a body. The assailants dash upon them, and, after a very short but very spirited struggle, drive the black-gray ones back to the bottom of their holes. One army corps presses after them into the galleries, while other groups labor to make themselves an opening with their teeth into the lateral parts of the hill. They succeed, and the remainder of the troop makes its way into the besieged city by the breach. Peter Huber had seen battles and exterminations of ants before this; he supposed they were slaughtering each other in the depth of the caverns. What was his amazement, after three or four minutes, when he saw the assailants issue hurriedly forth again, each holding between his mandibles a larva or a nympha of the conquered tribe! The aggressors took exactly the same road again by which they had come, passed through the hedge, crossed the road, at the same place, and made their way, still loaded with their prey, toward a field of ripe grain, into which the honest citizen of Geneva, respecting

another's property, refrained, with regret, from following them.

—Popular Science Monthly for May.

MEN have not yet left off trying to find the original atom, as is proved by a recent paper from the pen of Dr. Gaudin, of Paris, who, following in the footsteps of Ampere, has been looking deep into the atomic, molecular, and crystalline constitution of bodies, and has published the results to which he has been led. His investigations result in resolving matter into composite atoms of universal ether. To give an idea of the minuteness of these composite bodies, M. Gaudin says that in a drop of water, weighing a grain and a half, there would be as many atoms of oxygen and hydrogen as it takes of grains of sand to cover the bottom of the sea. His theory of combination is that an atom of one kind is placed between two others of a different kind, exactly on the lines forming their centres.

THE Universities of Oxford and Cambridge have jointly arranged with the authors of the Revised Version of the Scriptures to purchase the copyright of their work and to print and publish the same; and the expenses are to be borne by the Universities in equal shares. The British Committee, who have already finished the first revision of the Pentateuch and the three first Gospels, furnish the American Committee with a printed copy of their work for farther considerations and suggestions. The latter meet in New York two days in every month for united study and consultation. When the work has been gone over in this manner, the Committees will meet in London to act finally on disputed points; but as already stated, it will be a number of years before the Revised Scriptures are published.

A GREEK lately deceased in Varna left a considerable fortune to Greek educational and charitable institutions. The sum of \$2,500 is devoted to two scholars, to be sent to Mount Athos to catalogue the manuscripts in the monastery there, with a provision for printing. And another sum of \$500 is given as a prize for a history of Varna, from the days of King Lysimachus to 1860.

THERE are two kinds of thoughts: the one kind which come from the head are like the birds of the air—they come and go, and may be driven away like the birds; but the others, which come from the heart, are like the plants in the field—they hold fast by their roots, and whoever will get rid of them must tear them out of the heart, and that hurts the poor heart, and leaves it bleeding. —Fritz Reuter, in "His Little Serene Highness."

"THE light of the public square will test its value," was what Michael Angelo said to an Artist whose work he was examining. The great Artist was right. Not even his opinion could determine that value, and only after the people had decided upon it could the artist know whether it possessed those qualities which would make it immortal, or even temporarily useful and inspiring.

—Dr. Holland.

THE CONN. SCHOOL JOURNAL.

NEW HAVEN, JUNE, 1873.

EDITORIAL.

THE *Chicago Teacher* has now passed exclusively into the hands of Mr. Jeremiah Mahoney, as editor and proprietor. The words of commendation with which we have before greeted this rising star among school journals seem no longer either necessary or in place, for it has taken all this little business into its own hands. It asserts its own super-excellence with an unblushing fulsomeness which quite takes our breath away, and makes us wonder if the editor never could have heard that modesty has a power and a charm, and in the end has lasting triumphs, that all the self-glorification of the Barnums of the world never will. We quote a few choice paragraphs which may be safely treasured up as models of unrivaled self-complacency. The April number of the *Teacher* says:

"The *Chicago Teacher* is alone in its style of giving help to teachers, forcing into a paragraph practical hints that other journals would spin out into a continued story." . . . "It has accomplished a miracle in educational journalism." . . . "It has proved that educational journalism and stupidity are not synonymous." . . . "What other educational journal has anything similar to our department of condensations? What literary magazine has a better summary of fresh scientific information?" . . . "The only adverse criticism of the *Chicago Teacher* that has come to us is this, 'It is too sparkling for an educational journal.'" . . . "Our contemporaries—but we have no contemporaries, the field is ours, and the day is ours. To present new ideas of education, to point the practical workings of the best schools in a few bold and speaking lines, to encourage improvement while riddling with satire the extravagances of one-idea men and other enthusiasts and fanatics—to do all this, is our mission, and we think we are competent to fill the bill." . . . "Most educational journals are pedantic, correct, and stupid, a few others are fresh and vigorous, and one only is practical," [which one, modesty plainly forbids him to mention.]

These astounding puffs are all taken from one number, and not from publisher's advertisements, but from the regular editorial paragraphs; it is to be hoped that they are only the irrepressible gush of incipient editorship; we hope that they will not be allowed frequently to mar the columns of the

Chicago Teacher, which we will say are lively and interesting, and which now and then offer something quite suggestive to the teacher.

Doubtless friend Mahoney is personally a very genial man; yet somehow he has fallen into a very ungenial expedient in trying to build up his new enterprise by a vigorous depreciation, without exception, of all other school journals. His journal acknowledges no contemporaries; it calls the excellent *Illinois Schoolmaster* "simply puerile in its efforts to help teachers in their work." It says of the *Rhode Island Schoolmaster*: "It pats its exchanges on the cheek in the manner of a bishop performing the right of confirmation." We had not been aware that bishops were accustomed to pat their candidates for confirmation on the cheek; but granting this, if such a respectable veteran as the *R. I. Schoolmaster* cannot speak a few kindly words of its sister journals without incurring the charge of undue self-assumption, what are we to think of this raw recruit, the *Chicago Teacher*, in suddenly passing peremptory judgment against all the veterans of this field?"

Of the CONNECTICUT SCHOOL JOURNAL, this new editor says in his genial way: "It has the form of the *Chicago Teacher*—'only that and nothing more.' With its powerful array of editorial talent, it yet has four and a half pages of unedited selected matter in the number for March." Here there is a cart before the horse; as it happens to be the *Chicago Teacher* which has just adopted the form first used, and shown to be a convenient one, by the CONNECTICUT SCHOOL JOURNAL; as to the rest, of course we could not hope to be esteemed on a par with a journal which has of a sudden sprung from the brain of its editor so thoroughly equipped and so full of prowess, that it has "no contemporaries." But we may console ourselves with the thought that, after all, we are in very excellent company,

As what is called "selected matter" is our own property for use in this journal, by virtue of arrangements long ago made with our publishers; as it is of much value to our readers, and would be seen by but few of them were it not in our columns; as it is always given to our subscribers free of any extra charge, *over and above* the full amount of journal matter, which has usually been afforded in this and other educational magazines, it is evident that a wrong construction has been put upon what is decidedly a benefit to our readers, without charge.

We have been much pleased with the sprightliness of this new journal, and with all our heart we

wish it well. For that very reason we hope that it will not dash on so recklessly that its wheels shall bespatter its comrades with mud. The true test of a magazine can never be had in its incipient stages. Large words at the start, great promises, much depreciation of older enterprises, are too generally the characteristics of evanescent schemes. When a reputation and a superiority has been fairly earned by years of even success, then it will be time to brag, but the inclination for bragging will then have passed away.

THERE is almost always some rough work during transition periods. So in the spring of the year, when grim winter is relaxing his grip and hurrying off to more northern regions with all his icy minions, there is a jarring interregnum before summer becomes fairly enthroned. That this is the case in the more outward phenomena of life, is simply a truism; but teachers will do well to notice that this interregnum of the seasons has much to do with the health, the spirits, the profounder feelings of the soul. Such a time is actually an annually physiological crisis. It cannot but be a nervous shock to the entire sensitive human system, when it has, by its wonderful power of adaptation, brought itself up to the vigorous, full-volumed tone necessary for combatting the rigors of winter, to experience a comparatively sudden lifting of this icy pressure. In the present cruise of the Challenger, fishes that have been dredged from a depth of hundreds of fathoms, are found to be surprisingly lacerated throughout by the simple effects of reduced pressure. This simply illustrates how profoundly change of extreme circumstances may affect the physiological condition. This is so well recognized in warm Oriental climates, that it is there the universal custom to practise extensive blood-letting every spring, even with the most healthy persons, as a safety-valve to the system.

Fortunately our frame is contrived so wisely as to be largely self-adjustable, even to great changes, so as in most cases to escape destruction; yet the minor evils of head-aches, general nervous prostration, irritability, loss of memory, &c., are abundantly felt, and may last long into the summer.

Recognizing this fact, teachers, be lenient, therefore, with your pupils. Think carefully before you attribute to natural depravity, and punish severely, what is simply physiological derangement. Be very considerate with the ill-humors of your scholars; and remember also that you yourself are doubtless also less at your own command. You

are by stress of climatic changes in a measure irritable and morose. You think a pupil is mocking you among his fellows. Put down your rising ire; you are not in his mind at all; it is only one of your spring humors; put it down, and you will be a happier man for it the whole summer long.

ANNALS OF EDUCATION.

PARKVILLE, (Hartford).—The South School District have purchased of Mr. H. P. Jones an acre and one-sixteenth of land lying just north of the Episcopal chapel in Parkville, on which to build a new school house. The appropriation voted for this building is \$20,000.

NEW FAIRFIELD.—For three seasons past the school of the Center District in this town has been taught by the Rev. E. B. Claggett, pastor of the Congregational Church, and an excellent teacher he has proved himself to be. He has succeeded admirably in inciting in his pupils a love for their work. Under him considerable attention has been given to the higher branches, and the "Center" is now reputed the model school of the town. The schools in the five other districts are reported to be in a flourishing condition.

LEDYARD.—Cheering tidings of educational progress come to us from this large town of New London County. Some of the districts—there are fourteen in the town—have opened their houses for an Autumn term. The eleventh did this last fall, and had a young man who is now a member of Brown University for teacher. During the past ten years many new school houses have been built. With one or two exceptions the schools were under the charge of male teachers last winter. Mr. Elisha McGuire, who taught in the seventh district, is now a member of the State Normal School. A few years ago, the Hon. Henry Bill, a native of Ledyard, presented the town with a library, and at the same time made liberal pecuniary provision for its future growth.

BEACON FALLS.—This is the youngest town but one in the commonwealth, and is not yet two years old, having been christened in July, 1871. Well awake in educational matters, it already has a prosperous graded school, though it has but three districts within its borders. J. E. Johnson, Esq.,

Secretary of the Board of School Visitors, writes us as follows: "Our school year has been thirty weeks. School house in Center District is a two-story building in excellent condition, spacious yards, good fences, furniture and apparatus in fair condition. Average attendance about 50 to 60 in each department. Good teachers in the main. As yet we have never employed a male teacher, on the principle that a poor male teacher is worse than a good female instructress. We have had occasionally a poor teacher, who failed in discipline in the school, and then the district have felt as though they must have a man for the teacher. This fall we may, as a town, decide to employ a good man; there seems to be a strong feeling in that direction. In our manufacturing towns there seem to be more insubordination and more rude and disorderly children, and all results from one cause. The parents have their time fully occupied in the mills, and also caring more for money than the future of their children, they don't look after them or their deportment as they should. There being no government at home, of course they will, and must be, the intractable ones at school."

MASSACHUSETTS.—The following from the *Hartford Courant's* Boston letter of May 15, 1873, is a very surprising piece of intelligence to us. We can hardly credit these statements; still we believe "*Templeton*" to be a most intelligent and reliable correspondent, and hence venture to present his communication to our readers: "The Boston school committee has been lately turning its attention to the numerical condition of the public schools in the older portions of the city. It is found that the number of pupils belonging has fallen off immensely within the past half-dozen years, in these. A more significant and noticeable fact is, that while the schools in the newer portions have increased in their attendance, the increase is scarcely sufficient to offset the decrease at the center. Within five or six years Boston has, by annexation and otherwise, augmented her population to the extent of scores of thousands; yet her public schools in the aggregate are stationary in the number of their pupils. This is a surprise to most people, who find it difficult to explain. The probability is that it is in part owing to the decrease that is going on in children of families of American birth; in part to the tendency among those who have young children to seek the country, the poorer classes because they live cheaper there, and the richer for the advantages in exercise and health;

and perhaps most of all from the withdrawal of the children of Roman Catholic parentage from the public schools. The school system here has become much more expensive within the time above indicated. It has been based in the case of its buildings and teachers upon a presumed increase that inquiry now shows has never occurred, and in the introduction of special studies, such as music and drawing, and evening school instruction, the outlay has been great. A [city] Normal School was established last year, which has five teachers, and but forty-eight scholars at this time. An effort is making to abolish it, and the city solicitor has given an opinion that there was no authority for its creation. The school committee has voted to go to the legislature to ask for an act legalizing its existence, and the mayor and city council are quite likely to appear on the other side to remonstrate against it. The school committee has now a proposition, reported by one of its committees, to discontinue two of its school houses, the effect of which will be to surrender to the city, property of the value of about \$350,000, aside from the sums saved in the dismissal of teachers. The school houses are on large lots of land centrally located, and are near the heart of what is to be the new business portion of Boston, since the fire has moved this southward."

BOOK NOTICES.

M. TULLII CICERONIS DE OFFICIIS LIBRI TRES; with explanatory notes. By E. P. Crowell, A. M., Moore Professor of Latin in Amherst College. Philadelphia: Eldredge & Brother; 1873.

This edition of "De Officiis" is one of the "Chase and Stuart's classical series," and of course is a judiciously prepared text-book. It is *the* edition for the student of to-day, as witnesseth the fact that in it "parallel grammatical references are made to the five manuals now in use in different institutions and sections of the country." In the style of his work as editor, Prof. Crowell shows a helpful appreciation of the circumstances under which students usually read this classic.

WONDERS OF THE YELLOWSTONE; edited by James Richardson. New Edition, with new Map and new Illustrations. New York: Scribner, Armstrong & Co.; 1873.

The information contained in this very neat and handy volume is fresh, fascinating, and we have no doubt reliable, drawn as it is from the reports of Brevet Col. J. W. Barlow, Lieut. G. C. Doane, and

Dr. T. V. Hayden, and from magazine articles by Ex-Gov. N. P. Langford, of Montana, and Dr. Hayden. Those who are interested to learn about the wonders of "Our Grand National Park in the Rocky Mountains," and lovers of the marvelous in nature and adventure as well, will find this book delightful reading. It is our belief that the best way to gain sparkle in teaching such a study as Geography, is to regale the mind judiciously on narratives like this. The price of the book is \$1.50.

THE LAKE REGIONS OF CENTRAL AFRICA; compiled and arranged by Bayard Taylor. With map and numerous illustrations. New York: Scribner, Armstrong & Co.; 1873.

This, like the "Wonders of the Yellowstone," belongs to the "Illustrated Library of Travel, Exploration, and Adventure," and is a book full of interesting narrative and instructive description. With graphic pen are some of the scenes in these pages depicted, and very well, too, do we in them become acquainted with the adventurous explorers, Burton, Speke, Sir Samuel Baker and his heroic wife. Teachers of geography, take note that this is "all about" the Lake Regions of Central Africa, and that it has profuse "illustrations of the scenery, architecture, and life of the races, drawn only from the most authentic sources," and that it can be obtained for \$1.50.

ENGLISH OF THE XIVTH CENTURY; illustrated by Notes, Grammatical and Philological, on Chaucer's Prologue and Knight's Tale. Designed to serve as an Introduction to the Study of English Literature. By S. H. Carpenter, A. M., Professor of Rhetoric and English Literature in the State University of Wisconsin. Boston: published by Ginn & Bros.; 1872.

There has been a want long felt in many quarters for just such a book as this. Chaucer is reckoned the third among English poets—Shakespeare being first, Milton second—and our students ought to appreciate him better, but the "slight archaism of his language" seems to deter the great body of readers from attempting him. A happy *introduction* to this charming old poet is the great thing. One who faithfully studies this manual will be well introduced, and will probably, after once tasting his sweet companionship, never feel a disposition to "cut" so glorious an acquaintance. Teachers of English literature should all see this work.

THE THIRD READER. By Lewis B. Monroe. Published by Cowperthwaite & Co., Philadelphia.

This book opens with nine valuable hints to teachers in conducting reading classes. Then follow classifications of the elements, and a few exercises in phonetic spelling and analysis, and

others for bringing out the voice. The main contents of the book are admirable. The pieces are all such as will take with the children, and are properly suited to beginners. There is no marring of the text by annotations or absurd definitions or other nonsense. We can fully commend this reader.

LOGICAL BOOK-KEEPING. By E. G. Folsom, A.M., Proprietor of the Albany Bryant & Stratton College, Albany, N. Y. Published by A. S. Barnes & Co., New York and Chicago.

This is a painstaking attempt to develop a science of book-keeping, to which attention has been given heretofore mainly as an *art*. It claims to be a new exposition of the theory and practice of double entry book-keeping, based on value as being of two classes, commercial and ideal. The book is evidently the combined result of much business experience, and of long and careful philosophic study. The author sincerely aims to get at the bottom of the principles that underlie the subject. As the result, he has given us a very solid work. No tyro will master it in a hurry. There will be some careful thinking to be done to understand the first six chapters, but the thorough mastery of book-keeping is worth to any and every man the time it may take. We esteem the subject of the greatest practical importance to all. We are very favorably impressed with the author's method of handling and amply illustrating it. Whether it will be accepted as a standard by the public, remains to be tested. The author's high standing is in favor of the reliability of the views here given, and we think that it will be found that this book is a valuable acquisition to this practical department of study.

EDUCATIONAL YEAR BOOK, for 1873. Published by William Wood & Co., New York City.

This is a hand-book of reference containing a digest of American school laws, systems of instruction, and educational statistics. Its value is quite obvious. It is just the book which we need to have at our elbow, to snatch up for the ascertaining of some simple fact to obtain which we should otherwise have to wade through piles of reports and journals. The editor has done the wading for us. The statistics are wisely enlivened by a sprinkling of professional anecdotes.

THE GEOLOGY OF THE STARS; by Prof. A. Winchell, of the University of Michigan. Published by Estes & Lauriat, Boston.

We are indebted to Estes & Lauriat for some very valuable contributions to popular scientific in-

formation in the series of "Half Hour Recreations in Popular Science," of which this is No. VII. The constitution of the sun and the several planets and their history, so far as revealed to the keen scrutiny of modern science, is here set forth in a clear and entertaining way. As that modest but amazing instrument, the spectroscope, has enabled science to make giant strides in cosmical geography within a very few years, there is really already much to say.

The nebular hypothesis and the physical features of the sun and then of the several planets, are severally touched upon briefly but instructively. One of the most interesting portions is the classification at the close, of the successive nebulous and planetary stages of development. The whole tone of this treatise is reverential towards the Great Author of the universe, which we are sorry to find inexcusably otherwise in many of the leading scientific articles of the day. One must needs be somewhat of a thinker to appreciate the grand themes here unfolded; but any one who is willing to think will find himself led along easily into some noble and enlarging views of creation. It must be remembered that this brief twenty-five cent pamphlet is necessarily confined to the more general statements of fact and of hypothesis.

A CONCORDANCE TO THE CONSTITUTION OF THE UNITED STATES OF AMERICA; with a classified index. By Charles M. Stearns, M. D. Published by Mason, Baker & Pratt, New York City.

We have received from H. H. Peck, of New Haven, a copy of this convenient manual. We can cordially recommend it as an important stepping stone towards a thorough familiarity with the principles of our constitutional government. The concordance is prepared with minute care, and the classification of the provisions of the constitution is ingenious and complete. Questions well adapted for school use also accompany the book.

ELEMENTS OF PHYSIOLOGY AND HYGIENE; by R. F. Brown, M. L. Published by Wilson, Hinkle & Co., Cincinnati and New York.

A recent resolution of the Indiana State Teachers' Association called forth this work. It is intended to be peculiarly adapted to use in schools and families. It claims to differ from many of the popular physiologies, which are simple reductions from the larger scientific works written to indicate the *cure* of disease, in that it presents the science more with a reference to the *prevention* of disease by the preservation of health. A large portion of the volume is therefore hygienic. While we

cannot expect anything novel in a volume on this subject, we may say that the presentation of the various practical subjects of hygiene is eminently sensible and attractive. In treating of tea, coffee, tobacco, &c., the most judicious language is used, and the statements are probably as near the truth as it is possible for us to come. The publishers have done well by this book in its paper, binding, and its exceedingly clear print.

ANNUAL REPORT of the Common Academic, Normal, and Model Schools in Nova Scotia, for the year ending Oct. 31, 1872.

This comprises the reports of A. S. Hunt, Superintendent of Education of the Province, of the Board of School Commissioners of the city of Halifax, and various County Reports. The Provincial Government has expended during the year \$171,395 for public schools, about the same as previous expenditures of late years. The average cost of registered pupils was \$5.59. Attendance on schools has markedly decreased during the year. Supt. Hunt suggested rigorous action to secure attendance, and all but recommends compulsory education. A considerable decrease in the number of teachers of the higher grades is also noted; this is laid chiefly to the parsimony of the people in supplanting them by inferior and cheaper teachers.

The Provincial Normal school (at Truro) has numbered 89 different pupils during the year, and has done good work; but its buildings are wretched, and quite discreditable to the Province. In Halifax, 5339 pupils attend the city schools, and 6000 in all receive instruction; in a population of 30,000, this is one person in five attending school, which is thought to be a good average. Expenditures in 1871, \$57,178; average annual cost of each registered pupil, \$10.62. It is noticed as an unpleasant fact that only one boy in fifty remains in school after reaching 15 years of age.

TWENTY-SIXTH SEMI-ANNUAL REPORT of the Superintendent of Public Schools of the City of Boston: March, 1873.

This report comes to us full of good things. Doubtless many teachers are unaware how much good reading there is between these brown covers. In this latest report there is a very interesting and able criticism on instruction in penmanship. We have been much profited by reading it, and recommend it to all teachers; especially as its suggestions apply not so particularly to instructors who are careless in this respect, but it points out ingeniously and very good-naturedly the defects which mar the results of conscientious and painstaking teachers.

Another passage on hygiene is excellent. School

ventilation and near-sightedness are its chief topics of discussion. Perhaps teachers are tired of hearing the word "Ventilation," but they ought not to be; the question of near-sightedness should command their immediate attention.

Superintendent Philbrick is doing the country at large a lasting benefit by his suggestions to the Boston schools.

The Phrenological Journal.—The June number of this time-honored monthly maintains its character for excellence and progression. Its long table of contents discloses a freightage at once timely and edifying—witness: The Baron of Schwartz-Senborn, and the Vienna Exhibition; Empress Elizabeth of Austria; Socialism in America, an account of the different Communities, from the earliest; One kind of Ghosts; Emily Faithful and her Mission; Born to be Hanged, with life-like illustration; A Neighbor of Mine—a good story; Respiration, or How to Breathe; the Late Justice Von Liebig; Giving While Living—good advice; The Science of Music—a necessary branch of education; The Lady and the Crossing-Sweeper, an illustrated Poem; Books for all Minds, etc. This valuable *Journal* will commence its fifty-seventh volume with the July number. Subscription price, \$3.00 a year, or on trial \$1.50 for six months. 30 cents single numbers. S. R. Wells, New York.

SCHOOL JOURNALS FOR MAY.

The National Normal opens with a spirited, and, in many respects, just editorial on instruction in Natural Sciences. With the constant tendency, however, to go to extremes, shown in these editorials, there is an unwarrantable depreciation of the use of cabinet specimens in such instruction. Take, for an example, the absurd remark that a usual cabinet specimen of quartz is a very poor specimen of that rock as it can be found in abundance outside the door; and again, "a cabinet is the most useless thing imaginable for a teacher of beginners in Geology." Now these statements are just exactly the *opposite* of the simple palpable truth; for, as a general thing, specimens of quartz in a cabinet are selected for unusual excellence from the chosen localities, very far from the schoolroom door. Or if the editor means that the greater *quantity* of poorer quartz outside of the door is an advantage, then to be consistent, if we are instructing a class in building materials, a simple brick on the desk will not answer for that material, but we must take the class out and show them a few piles of bricks

in the streets, before it will be at all satisfactory.—A man who undertakes to teach Geology without a fair cabinet may be set down as a wretched teacher of that department. Another statement is that, "if the teachers live on the Old Silurian, then the Old Silurian should be studied, not the Tertiary." Wonderfully one-sided geologists these would be. We might as well say that pupils in England should study only the geography of England! The animus of all this misleading talk is seen in the remark, that if the class is on the drift-formation then the drift should be studied, *not* the minerals in the Yale Cabinet. You see it is the bitterness against colleges which has generated this crop of absurdities.

The Pennsylvania School Journal gives No. 3 of Mr. Gilbert Butler's excellent article on Systematic Technical Education; also a collection of articles on both sides of the subject of Compulsory Education. What should be demanded of Teachers, Something about Words, Suspensions *vs.* Corporal Punishment, and Circular Functions (by E. Schneider), are other leading articles. Mr. Schneider possesses a mathematical mind of a very high order. He is also an indefatigable worker. This paper on Circular Functions, and the preceding ones on Polygons, are claimed by him to introduce a system of study which will lead to new and better methods of solving cubic and other equations than any yet devised, and "to put into clearer light matters in regard to infinitesimals than the reasonings of either Newton or Leibnitz did."

As these expectations are not the idle presumption of one who is only seeking for fame, but of one whom we know to be a deep thinking and thoroughly honest and modest student of mathematical science, we shall await with interest the further development of his labors, and its reception by scholars in higher mathematics.

The Illinois Schoolmaster opens with an article entitled The Microscope as an Educator, which answers some very practical questions in regard to that instrument, for our teachers, and gives valuable suggestions as to school microscopes. It shows up clearly the humbuggery of those powerful microscopes sold for \$3 or thereabouts, by which so many are deluded into expecting much and getting nothing. Other articles are: The Roll of Honor, Conversation of Forces, and Working Plans of Schools.

The Massachusetts Teacher opens with The Parent and the State, by Rev. A. D. Mayo; it has also

some suggestions by Mr. George A. Walton on Teaching Reading to Beginners. Its most important contributions, however, are the two papers by Profs. Dickinson and Scott, of the Westfield Normal School, on English Grammar. The extreme views of those who believe that *form* alone decides grammatical classification are here ably presented.

The American Educational Monthly for May has a good collection of readable articles, original and selected. We may mention Popular Errors as to the Sun's Time and Place, Structure of the Appalachian Zone, A National University, Geographical Notes, and The Department of Education in Japan (by Professor W. E. Griffis of Yedo University). This monthly is always strongly geographical.

The Educational Reporter notices favorably our recent remarks on the necessity of firmer binding in our school-books. As it represents one of the most important publishing firms, we are gratified to find that it endorses the practical interest and kindly spirit of those suggestions. The May number is quite full in Educational Notes.

The Ontario Teacher (Canada) is an attractive School journal. The last number contains Teaching as a Stepping Stone to other Professions, Through the Fire, Illustrated Teaching, Parental Responsibility and Coöperation, Hints on Teaching, Reading, and various other matters.

The Chicago Teacher has a bevy of sprightly editorial articles on various points of school management, and contributions on the Public Schools of America, How to Do It, The Chicago Teacher, Experience, My Harem, and others on more general subjects.

The Rhode Island Schoolmaster has a number of short pieces: The Perplexing Pupil, The City of Washington, Memory Again, What is Suitable to be Taught, and Spelling, the last containing suggestions more curious and entertaining than practicable.

The Educational Journal of Virginia gives us: The School System of Virginia, On the Ventilation of School Houses, German in Public Schools, Vocal Music in Boys' Schools, and a continuation of an earnest discussion on Compulsory Education.

The N. Y. School Journal has many short articles on a great variety of subjects. We can only mention Free and Easy Sketches of Distinguished Persons, Pigeon English, John on the Salary Question, and About Teachers.

The N. Y. State Educational Journal is an un-

usually good number. The New Departure in Education, Peeps through the Door of a Kindergarten, Spelling, and School Government are the principal articles.

The Wisconsin Journal of Education furnishes also a very readable number. Agencies of Education, No. 2, and A Step-Child of Our Common Schools, are the papers of most general interest.

The Maine Journal of Education continues its Peeps Through the Door of a Kindergarten, and has a paper on How to Attain Excellence, and a rather humorous one on How to Choose a Teacher.

The Michigan Teacher.—The chief papers in this journal are: A Study of Language, Methods of Teaching, Common Fractions, Drawing as a Branch of Education, and Helping Pupils.

The National Teacher has: The Common Schools of Baden, The Crust of the Earth, Nay and No, Yea and Yes, Tom Tudor's Diary, One Week in a Primary School, and Hints from Practice.

The Nebraska Teacher gives an extract on Educational Forces, from the State Superintendent's Report; also the statements of recent amendments to the School Laws.

AMERICAN INSTITUTE OF INSTRUCTION.

The forty-third annual meeting of the American Institute of Instruction will be held in the City Hall, at Concord, N. H., July 8th, 9th, and 10th. The public exercises will commence on Tuesday evening, July 8th, at half-past seven o'clock, and consist of the opening addresses, and a lecture upon Charles Dickens as a reader, by Prof. M. T. Brown, of Tufts College. On Wednesday and Thursday, papers will be presented by the following gentlemen:

- "The Teaching the Invisible by Means of the Visible." Rev. Mark Hopkins, D.D., LL.D., Williamstown, Mass.
- "The English Language and its Characteristics." Prof. Edwin D. Sanborne, LL.D., Hanover, N. H.
- "The American Common School the National Instructor in Public Virtue." Rev. A. D. Mayo, Springfield, Mass.
- "The Use of Text-books in Schools." Prof. Larkin Dunton, Boston, Mass.
- "Teaching Natural History in our Public Schools." Prof. Sanborn Tenney, Williamstown.
- "The Place of Natural Science in Education." Prof. W. N. Rice, Middletown, Ct.
- "History and the Study of History in Our Schools and Colleges." C. L. B. Whitney, Cambridge, Mass.
- "Education in China." Chin Laisun, Chinese Commissioner of Education, Springfield, Mass.
- "Greek as a Means of Liberal Culture." Prof. William Everett, Cambridge, Mass.
- "Disused Expressions in English: their Origin and History." R. F. Leighton, Melrose, Mass.

Ladies desiring free entertainment should apply in season to the local committee at Concord—Rev. Elisha Adams, Mr. J. D. Bartley, and Misses J. F. Nulter, S. R. Moulton, and C. B. Cottrell. Hotels will entertain as follows: Eagle Hotel, \$2.50 per day; Phenix Hotel, \$2.00; Elm House, \$1.50.

Most of the railroads will allow reduced fares to members of the Institute.

A meeting of more than ordinary interest is expected.

W. E. EATON, Secretary.

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NATIONAL EDUCATIONAL ASSOCIATION.

STATE HOUSE, NEW HAVEN, CONN.,
May 21st, 1873.

The Thirteenth Annual Meeting of the National Educational Association will be held in Elmira, New York, on the 5th, 6th, and 7th days of August, 1873. Free return tickets are promised on the Erie and other railroads centering in Elmira. A cordial invitation to hold the meeting in that city has been received, signed by the Mayor and Aldermen, and sixty-five prominent citizens, including Judges, Editors, Presidents of Banks, Clergymen, Lawyers, and the officers of Elmira College. A warmer welcome was never promised to the Association. No effort will be spared to render this meeting interesting, and profitable. A large attendance is anticipated.

The morning and evening of each day will be occupied by the General Association, and the afternoon by the four Departments.

The exercises will begin at 10 o'clock Tuesday A. M. After very brief introductory exercises, the Association will proceed at once to business. No time can be spared for elocutionary or musical entertainments. To give time for the thorough discussion of the topics presented, the several papers introducing them should be short, not occupying more than twenty-five or thirty minutes.

As an Educational Conference, this meeting should invite a comparison of views by representative men from all parts of the country. To this end the discussions should be a prominent as well as attractive part of the exercises. The need of condensation and brevity is earnestly commended to all who take part in the proceedings.

GENERAL ASSOCIATION.

1. "Upper Schools," by Dr. James McCosh, President of the College of New Jersey.
2. "How much culture shall be imparted in our free schools?" by Richard Edwards, President of the Normal University of Illinois.
3. "Ought the Chinese and Japanese Indemnities to be refunded unconditionally, or devoted to specific Educational purposes?" In the discussion of the question, Mr. Chin Laisun, of Shanghai, will speak of the New Educational Movements of China, and Prof. E. House, of the Imperial College of Tok i (Yedo), on "The New Educational Plans of Japan."
4. "The Normal Question," by E. E. White, Editor of *The National Teacher*.
5. "Should American Youth be Educated Abroad?" by President Buckham, Vermont University.
6. "Education in the Southern States," by Hon. J. C. Gibbs, State Superintendent of Schools, Florida. Discussion opened by E. H. Fairchild, President of Berea College, Kentucky.
7. "Co-Education of the Sexes," by President White, of Cornell University.
8. "The Relation of the General Government to Education," by Prof. G. W. Atherton, Rutgers College, N. J. Discussion opened by John Hancock, Supt. of Schools, Cincinnati.
9. "Educational Features of the Vienna Exposition," by ———.

NORMAL DEPARTMENT.

- "The Duties and Dangers of Normal Schools." Richard Edwards, President State Normal University, Illinois.
- "Elementary and Scientific Knowledge." John W. Dickinson, Principal State Normal School, Westfield, Mass.
- "Training Schools—their place in Normal School Work." Miss Delia A. Lathrop, Principal Training School, Cincinnati.
- A paper on "The relative contribution of Scholarship and methods to the power of the teacher," by Henry B. Buckham, Principal State Normal School, Buffalo, N. Y.

The following questions are also presented for discussion:
"To what extent and in what ways ought a Normal School to conform its plans to the wants of the region in which it is located?"
"What should the Normal School aim to accomplish in the teaching of Natural Science?"

A. G. BOYDEN (Bridgewater, Mass.), President.

DEPARTMENT OF HIGHER INSTRUCTION.

1. "National University," by Charles W. Eliot, President of Harvard University.
2. "Study of the Classics," by Prof. Edward S. Joynes, Lexington, Virginia.
3. "A Liberal Education for the Nineteenth Century," by Prof. W. P. Atkinson, of the Institute of Technology, Boston.

J. D. RUNKLE (Boston), President.

DEPARTMENT OF SUPERINTENDENCE.

W. T. Harris, Sup't. of Schools, St. Louis, President. Details soon to be announced.

ELEMENTARY DEPARTMENT.

N. A. Calkins, Asst. Sup't. of Schools, New York, President. Programme not yet completed.

The hotels reduce their rates to members of the Association about one dollar a day, as follows: At the Rathbun House, \$3.00 per day; the Frazer, Delevan, and Hathaway, each \$2.50; the Lyon House, \$2.00.

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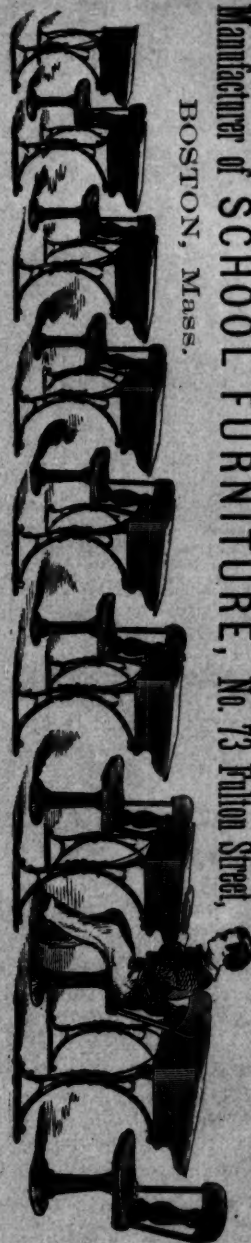
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